HOLISTIC PROGRESS CARD

Name of the Child: _____

_____

Class: _____

Date of Birth: _____

My Development and Learning Journey

Cognitive + **Affective** + **Psychomotor**

INDEX

ECA-APER Sample
Holistic Progress Card-HPC

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Association for Preparatory Education and Research

NCF 2022 guides us to have a Holistic Progress Card HPC. ECA-APER bring you this short booklet to understand how to prepare an HPC for every child.

Why move from Report Cards to Holistic Progress Cards?

Most schools use a report card They use grades like A, B, C or marks or words like Excellent, Good, Can Be Better. But such assessment is not holistic or helpful.

Whereas the HPC is "multidimensional and reflects the progress as well as the uniqueness of each learner in the cognitive, affective and psychomotor domains."

The focus of assessment in the HPC shifts from Summative to Formative Assessment:

Let's use a cooking analogy to understand the difference.

- Summative assessment is when feedback is given at the end of preparing food- it is too salty, too much oil
- Whereas Formative Assessment is when feedback is given during the cooking process, so that the end product is successful.

Summative assessment relies more testing, rote memorization skills, exams and formal evaluations and judges whether the child knows something or not.

Formative assessment on the other end is done through child friendly observations and analysis to support and scaffold the child to ensure that the child is supported in the learning and development journey

Moving away from grades and marks to a learning trajectory:

Instead of using grades like A,B,C or marks or comments like, 'Good', 'Excellent', 'Can do better' the HPC uses a much more developmentally appropriate learning trajectory of **Beginner, Progressing, Proficient.**

- **Beginner:** Tries to achieve with a lot of support from teachers.
- **Progressing:** Achieves with occasional/some support from teachers.
- **Proficient:** Achieves on his/her own.

The level of attainment or learning trajectory can also be depicted by using any neutral icon such as:

- Beginner icon: sprouting seed
- Progressing icon: growing plant
- Proficient icon: flowering tree

Not only Teacher assessments!

The HPC has
- teacher,
- student,
- peer and
- parent assessment.

As peers and parents influence children's learning and development in the early years. And Self assessment, develops reflection, self esteem and contributes to meta cognition.

(refer to sample given at end of document)

Moving away from grades and marks to a learning trajectory

Instead of excellent , good, can do better or grades like A,B,C, the HPC defines a learning trajectory of Beginner, Progressing and Proficient

- **Beginner:** Tries to achieve with a lot of support from teachers.
- **Progressing:** Achieves with occasional/some support from teachers.
- **Proficient:** Achieves on his/her own.

Now lets understand some key components that are an integral to curriculum and assessment planning

a) Domains
b) Curriculum goals
c) Competencies
d) Learning outcomes

a) Domains

A domain refers to a broad area of learning or development, such as cognitive, affective, psychomotor.

The five domains of the NCF are :
1. Physical Development (including Health and safety)
2. Socio-emotional and Ethical Development
3. Cognitive Development (Including Conceptual, logical thinking, problem solving, numeracy)
4. Language and Literacy Development
5. Aesthetic and Cultural Development

b) Curriculum Goals

Curriculum goals are broad, overarching statements that describe what students should know, understand, and be able to do as a result of their educational experience. Curriculum goals provide direction and focus for the learning process.

c) Competencies

Competencies refer to the specific skills, knowledge, and attitudes that students should demonstrate as a result of their learning. Competencies are often described in terms of what students can do, rather than what they know. Examples of competencies might include critical thinking, problem-solving, communication, or collaboration.

d) Learning Outcomes

Learning outcomes are specific, measurable statements that describe what students should know, understand, and be able to do as a result of a particular learning experience or activity. Learning outcomes are often used to assess student learning and to evaluate the effectiveness of instructional programs.

Here's an example to illustrate the connection between Domain, Curriculum Goal, Competency, and Learning Outcome:

a) Domain: Cognitive Development
b) Curriculum Goal: Children will develop problem-solving skills.
c) Competency: Critical thinking and analytical skills
d) Learning Outcome: By the end of this activity, children will be able to solve a simple puzzle using critical thinking and analytical skills.

Here's how they connect:

a) Domain: We start with the broad area of Cognitive Development.
b) Curriculum Goal: Within that domain, we have a specific Curriculum Goal of developing problem-solving skills.
c) Competency: To achieve that goal, children need to develop the Competency of critical thinking and analytical skills.
d) Learning Outcome: Finally, the Learning Outcome is a specific, measurable result of the learning process, where children demonstrate their critical thinking and analytical skills by solving a simple puzzle.

This example illustrates the flow from:
Domain → Curriculum Goal → Competency → Learning Outcome

Here's an analogy to help explain the concepts of Domain, Curriculum Goals, Competencies, and Learning Outcomes: Analogy: Building a House.

a) Domains: The Location to build the house (Cognitive, Affective, Psychomotor, etc.)

The location of where you will build your house, represents the broad area of learning or development, such as cognitive, affective, psychomotor, or socio-emotional.

b) Curriculum Goals: The Blueprint (Overall Objective)

The blueprint represents the overall objective or goal of the learning process. Just as a blueprint provides a general plan for building a house, curriculum goals provide a general direction for learning.

c) Competencies: The Building Blocks (Specific Skills)

The building blocks represent the specific skills or competencies that learners need to acquire in order to achieve the curriculum goals. Just as building blocks are used to construct a house, competencies are used to build a strong foundation for learning.

d) Learning Outcomes: The Finished House (Specific, Measurable Results)

The finished house represents the specific, measurable results of the learning process. Just as a finished house is a tangible result of the building process, learning outcomes are tangible results of the learning process.

Types of observation for assessment
Checklists (refer to sample given at end of document)
a) Are like a chart.
b) Teachers can prepare categories under which they would like to observe every child.
c) One column can be for what they are observing.
d) And the other columns would have the names of the children who are being observed.
e) Always put the date of birth of the children so that while assessing you are keeping their age in mind
f) You can use the assessment trajectory which is Beginner, Progressing, Proficient

Anecdotal Notes (refer to sample given at end of document)

Anecdotal notes are brief, narrative descriptions of a child's behaviour, or learning moments, they provide a snapshot of a child's development, highlighting their strengths, challenges, and interests.

Important points for teachers:
• Teachers to focus on **what children know** and **can do.**
• Teachers should use **multiple sources of evidence before making conclusions about a child's learning.**
• Evidence from **assessment should be utilized to plan or alter instruction for meeting children's learning needs.**
• Include a **narrative on what parental support is needed**

Assessment is a continuous process:
• **observe,**
• **gather evidence,**
• **analyse and**
• **act on evidence-**
• **observe again**

Now lets prepare an HPC, like a portfolio, here is what you can add in it. (refer to sample given at end of document)

1. All about me form
2. Glimpse of myself and my family
3. Competencies assessment sheets
4. Parent assessment
5. Self assessment
6. Peer assessment
7. Checklists and anecdotal records
8. Sample of worksheets, art, drawings, activities, photos etc

Lets move from Report cards to Holistic Progress Cards lets focus on celebrating the growth and learning of every child and giving them the scaffold they need to be successful

Sr. No	Traditional Report Card	NCF- Holistic Progress Card
1	Judges, labels instead of assessing	Focusses more on what the child knows and can do
2	Grades and marks or percentages used decrease the self-esteem of the child	The trajectory used helps the parent understand where the child is and how the child will progress- Beginner, Progressing, Proficient.
3	It's one size fits all	Helps teachers look at each child uniquely

For more details on how to prepare an HPC contact us on
ecapresidentindia@gmail.com

All About Me

My name is : _____

My birthday is on : _____

Things I like are : _____

I live in : _____

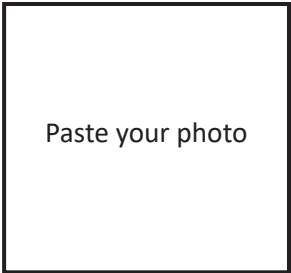My friends are : _____

My favourite

- colour : _____

- food : _____

- outdoor game : _____

- indoor game : _____

- animal : _____

- bird : _____

- flower : _____

Paste your photo

Term 1:	**Term 2:**
My height is _____	My height is _____
My weight is _____ kgs.	My weight is _____ kgs.

Glimpses of Myself

My name is: _____ **Date of Birth:** _____

My photo

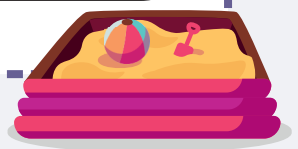**Paste your photo here**

My drawing of me

Glimpses of My Family

My name is: _____ **Date of Birth:** _____

My family photo

Paste your family photo here

My drawing of my family

Competencies Assessment

(taken from- NCF-2022, chapter 2)

Domain 1: Physical Development

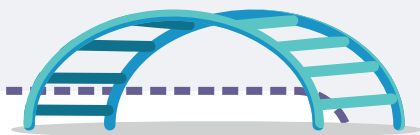| Curriculum Goals	Competencies
Children develop habits that keep them healthy and safe	1. Shows a liking for and understanding of nutritious food and does not waste food 2. Practices basic self-care and hygiene 3. Keeps school/classroom hygienic and organised 4. Practices safe use of material and simple tools 5. Shows awareness of safety in movements (walking, running, cycling) and acts appropriately 6. Understands unsafe situations and asks for help
Children develop sharpness in sensorial perceptions	1. Differentiates between shapes, colours, and their shades 2. Develops visual memory for symbols and representations 3. Differentiates sounds and sound patterns by their pitch, volume, and tempo 4. Differentiates multiple smells and tastes 5. Develops discrimination in the sense of touch 6. Begins integrating sensorial perceptions to get a holistic awareness of their experiences
Children develop a fit and flexible body	1. Shows coordination between sensorial perceptions and body movements in various activities 2. Shows balance, coordination, and flexibility in various physical activities 3. Shows precision and control in working with their hands and fingers 4. Shows strength and endurance in carrying, walking, and running

Domain 2: Socio-Emotional and Ethical Development

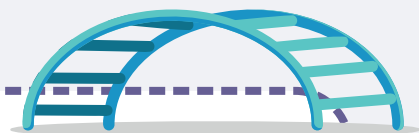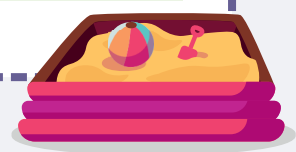| Curriculum Goals	Competencies
Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	1. Starts recognising 'self' as an individual belonging to a family and community 2. Recognises different emotions and makes deliberate efforts to regulate them appropriately 3. Interacts comfortably with other children and adults 4. Shows cooperative behaviour with other children 5. Understands and responds positively to social norms in the classroom and school 6. Shows kindness and helpfulness to others (including animals, plants) when they are in need 7. Understands and responds positively to different thoughts, preferences, and emotional needs of other children
Children develop a positive attitude towards productive work and service or 'Seva'	1. Demonstrates willingness and participation in ageappropriate 2. physical work towards helping others
Children develop a positive regard for the natural environment around them	1. Shows care for and joy in engaging with all life forms

Domain 3: Cognitive Development

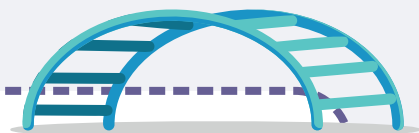| Curriculum Goals	Competencies
Children make sense of world around through observation and logical thinking	1. Observes and understands different categories of objects and relationships between them 2. Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis 3. Uses appropriate tools and technology in daily life situations and for learning
Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures	1. Sorts objects into groups and sub-groups based on more than one property 2. Identifies and extends simple patterns in their surroundings, shapes, and numbers 3. Counts up to 99 both forwards and backwards and in groups of 10s and 20s 4. Arranges numbers up to 99 in ascending and descending order 5. Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system 6. Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition 7. Recognises multiplication as repeated addition and division as equal sharing 8. Recognises basic geometric shapes and their observable properties 9. Performs simple measurements of length, weight and volume of objects in their immediate environment 10. Performs simple measurements of time in minutes, hours, day, weeks, and months 11. Performs simple transactions using money up to INR 100 12. Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements 13. Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements

Domain 4: Language and Literacy Development

Curriculum Goals	Competencies
Children develop effective communication skills for day-to-day interactions in two languages 1	1. Listens to and appreciates simple songs, rhymes, and poems 2. Creates simple songs and poems on their own 3. Converses fluently and can hold a meaningful conversation 4. Understands oral instructions for a complex task and gives clear oral instructions for the same to others 5. Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say 6. Narrates short stories with clear plot and characters 7. Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary
Children develop fluency in reading and writing in Language 1 (L1)2	1. Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables 2. Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks 3. Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words 4. Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation 5. Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own 6. Reads short poems and begins to appreciate the poem for its choice of words and imagination 7. Reads and comprehends meaning of short news items, instructions and recipes, and publicity material Writes a paragraph to express their understanding and experiences 8. Shows interest in picking up and reading a variety of children's books
Children begin to read and write in Language 2 (L2)	1. Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables 2. Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences

Domain 5: Aesthetic and Cultural Development

| Curriculum Goals	Competencies
Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways	1. Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes 2. Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement. 3. Innovates and works imaginatively to express a range of ideas and emotions through the arts 4. Works collaboratively in the arts 5. Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage
Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.	1. Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals 2. Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments 3. Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions 4. Classroom norms: Adopts and follows norms with agency and understanding

Learner's Profile (Anecdotal Record)

My name is: _____ **Date of Birth:** _____

Write brief anecdotal record: A narrative description of a child's behaviour, interactions, or learning moments, recorded by teachers or caregivers during daily observations.

Term 1:	Term 2:
(Example-) • During today's block play, Yash demonstrated exceptional problem-solving skills. • He attempted to build a bridge, but it kept collapsing. • Undeterred, Yash experimented with different designs and materials, eventually succeeding in building a sturdy bridge. • His persistence and creativity were impressive, and he beamed with pride when he showed me his finished bridge.	
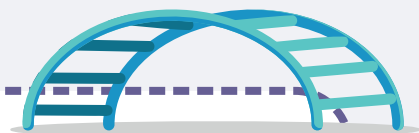
My name is: _____ Date of Birth: _____

Generalized Parameters for parent assessment in the age group of 3-6 years, using Beginner, Progressing, Proficient.

(The teacher must explain the parameters to the parent.)

Social-Emotional Development

Sr. No	Parameters	Term 1	Term 2
1	My child can share toys with his/her friends	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
2	My child can express his/her feelings with words	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
3	My child can wait for his/her turns in games	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
4	My child can show kindness to others	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient

Language and Literacy

Sr. No	Parameters	Term 1	Term 2
1	My child can recognize and write his/her name	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
2	My child can identify and name letters and numbers	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
3	My child can retell a story in my his/her words	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
4	My child can understand and follow simple instructions	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient

Mathematical Thinking

Sr. No	Parameters	Term 1	Term 2
1	My child can count up to 10/20/50	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
2	My child can recognize and identify basic shapes	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
3	My child can compare sizes (big/little, long/short)	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
4	My child can demonstrate an understanding of basic number concepts (e.g., "one-to-one correspondence")	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient

Physical Development

Sr. No	Parameters	Term 1	Term 2
1	My child can run/jump/hop/skip with control	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
2	My child can use scissors to cut straight lines	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
3	My child can draw simple shapes and pictures	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
4	My child can demonstrate hand-eye coordination (e.g., catching a ball)	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient

Curiosity and Wonder

Sr. No	Parameters	Term 1	Term 2
1	My child can ask questions about the world around me	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
2	My child can demonstrate an interest in reading books	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
3	My child can show curiosity about nature and the environment	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient
4	My child can engage in imaginative play	○ Beginner ○ Progressing ○ Proficient	○ Beginner ○ Progressing ○ Proficient

Peer-Assessment

My name is: _____ Date of Birth: _____

The teacher must help the child to tick the right emojis:

Social-Emotional Development

Sr. No	Parameters	Term 1		Term 2	
1	My friend is kind to me	🙂	😐	🙂	😐
2	My friend shares toys with me	🙂	😐	🙂	😐
3	My friend helps me	🙂	😐	🙂	😐

Communication Skills

Sr. No	Parameters	Term 1		Term 2	
1	My friend listens to the teacher and follows directions	🙂	😐	🙂	😐
2	My friend uses nice words when talking to me	🙂	😐	🙂	😐

Teamwork and Cooperation

Sr. No	Parameters	Term 1		Term 2	
1	My friend works well with me on tasks	🙂	😐	🙂	😐
2	My friend takes turns and shares	🙂	😐	🙂	😐
3	My friend helps us solve problems together	🙂	😐	🙂	😐

Remember to encourage children to be kind, honest, and respectful when assessing their peers.
This exercise aims to promote social-emotional learning, empathy, and positive relationships among young children!

My name is: _____ **Date of Birth:** _____

The teacher must help the child to tick the right emojis:

Enjoyment and Engagement

Sr. No	Parameters	Term 1		Term 2	
1	I like coming to school	🙂	😐	🙂	😐
2	I enjoy learning new things	🙂	😐	🙂	😐
3	I like playing with friends	🙂	😐	🙂	😐
4	I feel happy when I'm in class	🙂	😐	🙂	😐

Curiosity and Exploration

Sr. No	Parameters	Term 1		Term 2	
1	I like exploring new things	🙂	😐	🙂	😐
2	I enjoy asking questions	🙂	😐	🙂	😐

Friendship and Relationships

Sr. No	Parameters	Term 1		Term 2	
1	I like making new friends	🙂	😐	🙂	😐
2	I enjoy playing with friends	🙂	😐	🙂	😐
3	I like being kind to my friends	🙂	😐	🙂	😐

These parameters are designed to be more general and focus on the child's overall feelings and attitudes towards school, learning, and relationships.

Additionally, you can also add the following emojis (happy, indifferent or sad) in different activities and worksheets so that children can also give assessment about their learning activities.

Sample Of Checklist

Sr. No	Domain	Activity	Anisha (14-01-23)	Abdul (23-08-23)	Kreeya (02-11-23)
1.	Physical development	Standing on one foot	Progressing	Beginner	Proficient
2.		Catches a ball			
3.		Hops on one foot			
4.		Kicks a ball			

Key: Beginner   Progressing   Proficient

Art and Creative Expression

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Drawings, paintings, or collages that demonstrate fine motor skills, creativity, and self-expression.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.
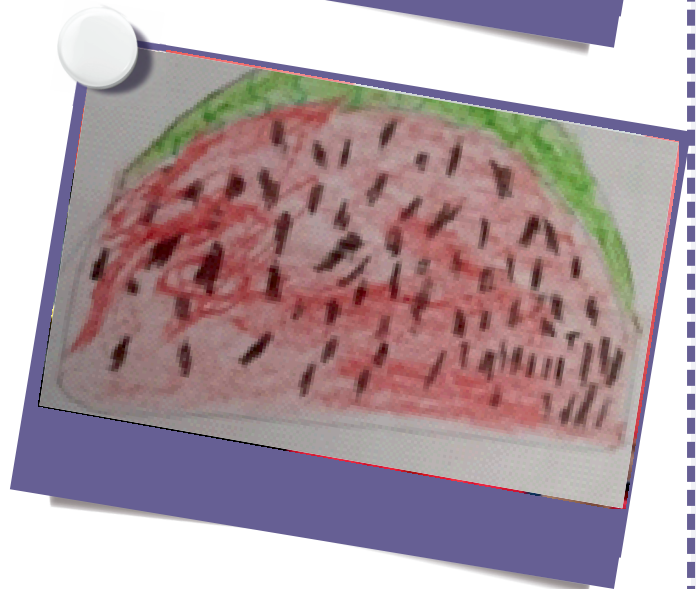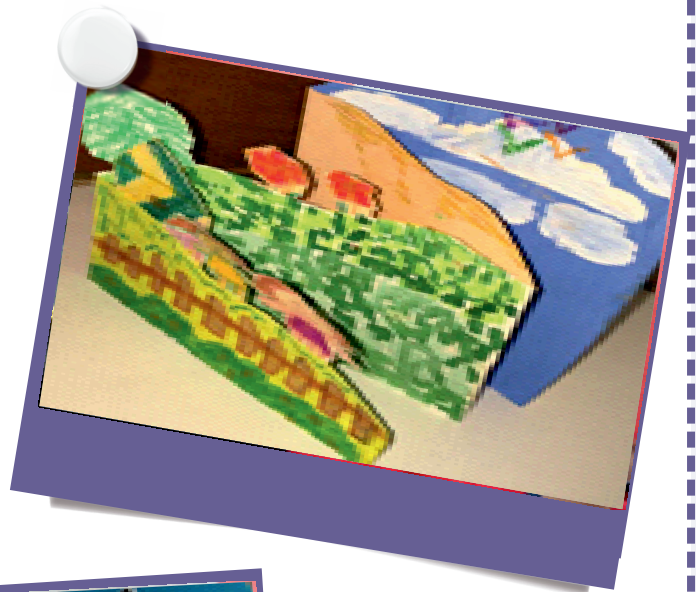
Art and Creative Expression

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

3D art projects, like clay or block structures, that show problem-solving and spatial awareness.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

Literacy and Language

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Writing, such as tracing, scribbling, or attempted writing.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.
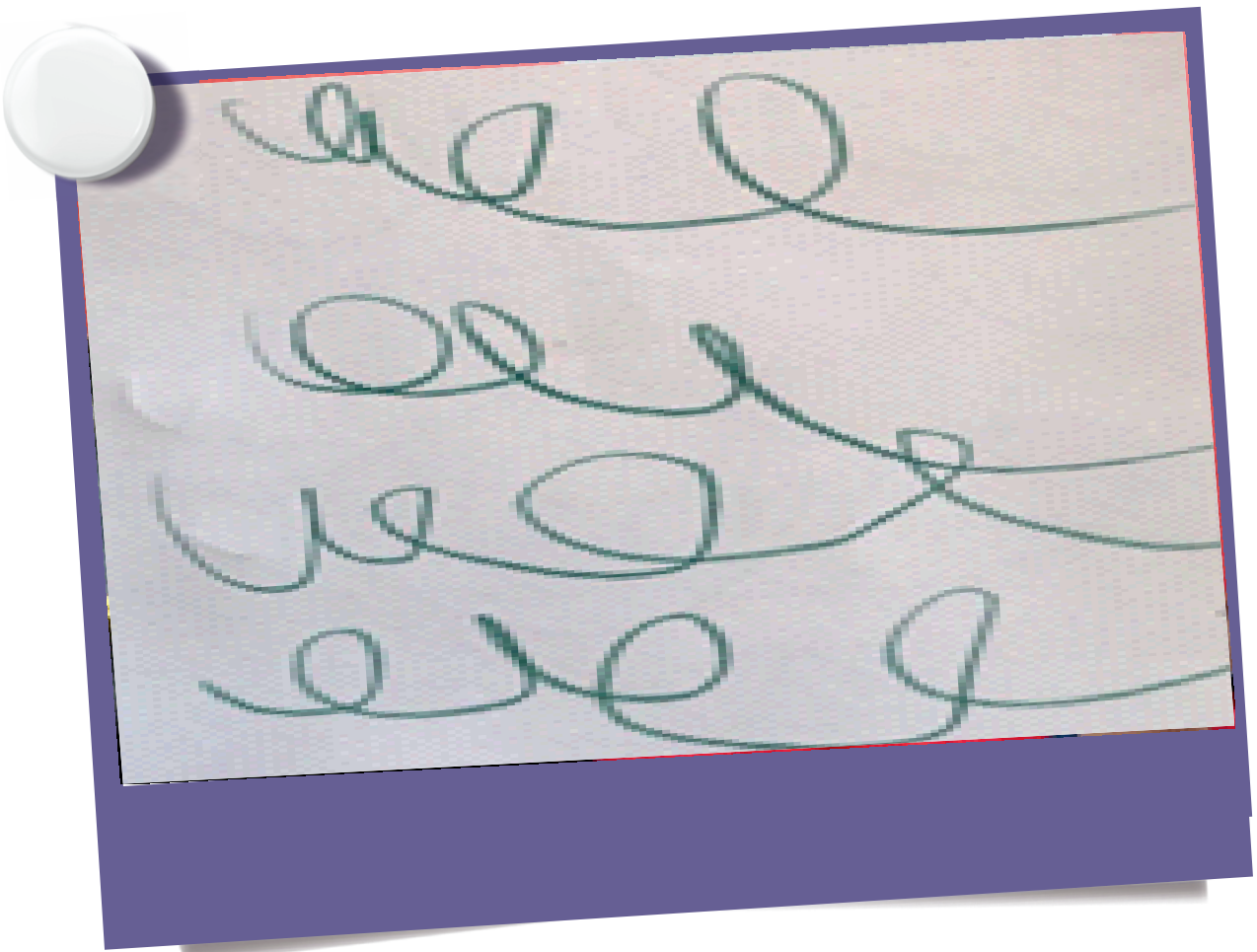
Literacy and Language

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Audio or video recordings of children's storytelling, rhyming, or reading.

Teachers can attach links or QR code scan that gives access to audio or video recording of children's storytelling, rhyme or reading.

(You can add the QR code)

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

Literacy and Language

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Children engaging in literacy activities, like reading books or labeling objects.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

Numeracy and Math

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Number tracing, counting, or basic numeracy activities.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

Numeracy and Math

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Children engaging in math activities, like sorting, patterning, or measuring.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.
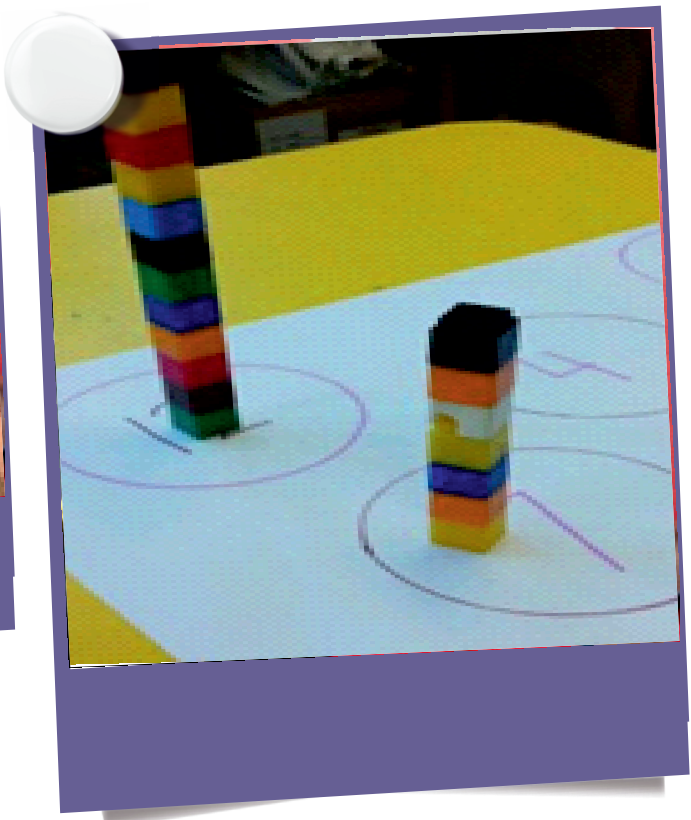
Numeracy and Math

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Children's math-related artwork, like counting blocks or shape patterns.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

Social-Emotional Learning

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Children demonstrating social skills, like sharing, taking turns, or cooperating.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

Social-Emotional Learning

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Children's self-portraits or drawings that show self-awareness.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

Social-Emotional Learning

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Audio or video recordings of children's conversations, role-playing, or conflict resolution.

Teachers can attach links or QR code scan that gives access to audio or video recording of children's conversation, role-playing, or conflict resolution.

(You can add the QR code)

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

Fine and Gross Motor Skills

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Children engaging in physical activities, like running, jumping, or climbing.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

Fine and Gross Motor Skills

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Children's artwork that demonstrate fine motor skills, like cutting, pasting, or drawing.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

Fine and Gross Motor Skills

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Videos of children demonstrating gross motor skills, like balancing, kicking, or throwing.

Teachers can attach links or QR code scan that gives access to video recording of children's work.

(You can add the QR code)

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.
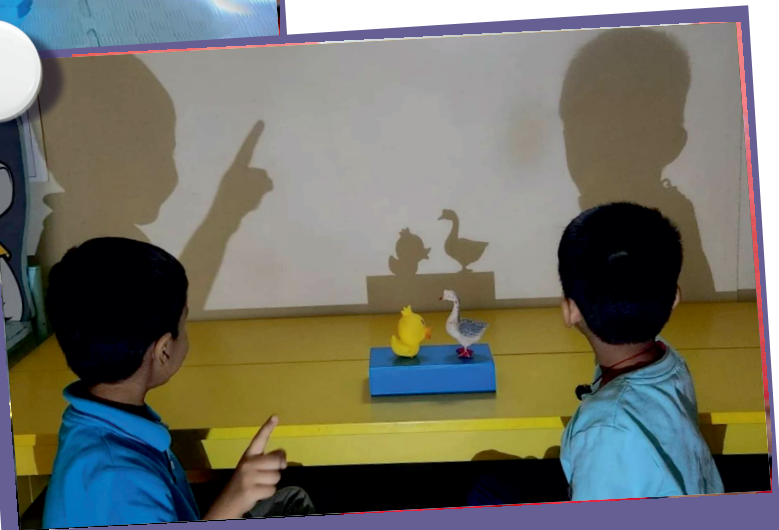
STEAM and Exploration

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Children engaging in STEAM activities, like building, constructing, or experimenting.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

STEAM and Exploration

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Children's observations, drawings, or writings about nature, animals, or the environment.

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

STEAM and Exploration

To make learning visible in the early years, teachers can collect a variety of samples that showcase children's progress, skills, and understanding. Here are some ideas for samples to collect for children between 3-6 years.

Videos of children demonstrating problem-solving skills, like sorting, categorizing, or patterning.

Teachers can attach links or QR code scan that gives access to video recording of children's work.

(You can add the QR code)

By collecting and showcasing these samples, teachers can provide parents with a visible representation of their child's learning journey, highlighting their strengths, interests, and areas for growth.

Burlington English – Understanding & Integrating the HPC

Burlington English: Understanding & Integrating the HPC

is a self-paced, three-module online course designed for teachers to understand and implement the Holistic Progress Card (HPC) as outlined in the National Curriculum Framework for Foundational Stage (NCF-FS) 2022. The course provides educators with the knowledge and tools to assess student progress holistically, beyond traditional academic performance.

Module 1: Introduction to Holistic Progress Card (HPC)

This module introduces the concept, purpose, and key components of the HPC, focusing on its role in assessing cognitive, social, emotional, and physical development. Teachers will explore the NCF-FS 2022 guidelines and understand the benefits of integrating HPC into school assessment systems.

Module 2: Assessing Student Progress through HPC

Educators learn how to track and document student progress across multiple domains using rubrics, checklists, and structured feedback. The module emphasises constructive assessment strategies that help teachers provide meaningful feedback to students and parents.

Module 3: Implementing and Integrating HPC in School Practices

This module focuses on practical implementation, guiding teachers in aligning the HPC with existing school policies and assessment frameworks. It addresses potential challenges and provides strategies for sustainable integration of the HPC in schools.

Assessment & Certification

The course includes quizzes and participation in module activities to reinforce understanding. Upon successful completion, participants receive a certificate of completion, recognising their expertise in the Holistic Progress Card (HPC) system.

This course equips teachers with essential skills to foster a holistic approach to student assessment, ensuring a well-rounded evaluation process aligned with the latest NCF-FS 2022 guidelines.